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ABSTRACT

The final report of a project that developed a catalog of all 4,783 adult education programs in Region 8 (Colorado, Montana, North Dakota, South Dakota, Utah, and Wyoming) is presented. The document discusses two aspects of the project: (1) the development and implementation of the catalog and (2) the identification and in-depth study of nine successful adult education programs. The catalog itself and the nine studies are not included. The catalog project staff, program identification techniques, catalog assembly and distribution, and costs are discussed, with four tables providing summary data on the programs by State and region, and catalog evaluation. Reaction to the catalog was neutral, and it is stated that in its present form, the catalog has limited utility at the local level. Procedures for conducting studies of the nine programs included identifying appropriate programs and gathering information through on-site visits. The bulk of the document is taken up by appended material, which includes: the instructions and program information report form (five pages); catalog coding and computer procedures (six pages); introduction and indexes for the Colorado catalog (40 pages); and observation and interview forms used for program evaluation (12 pages). (LH)

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FINAL REPORT

CATALOGING ADULT EDUCATION PROGRAMS IN REGION VIII AND IN-DEPTH STUDY OF SELECTED EXEMPLAR PROGRAMS

colorado state university
department of education
fort collins, colorado

January, 1976

REGION VIII

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FINAL REPORT

Project No. V0063VA
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January 1976

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U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE

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This document is the final report for Project Number V0063VA. The project was funded as a grant from U. S. Office of Education under provisions of P.L. 91-230, Title III, Adult Education Act, Section 309(b) Special Projects. The Grant Number is OEG-0-74-1817. The grant period was from July 1, 1974 through December 31, 1975. The title of the project is, Cataloging Adult Education Programs in Region VIII and In-depth Study of Selected Exemplar Programs.

INTRODUCTION

There were three purposes or objectives of the project as specified in the proposal as approved. The objectives are stated below along with a brief statement of rationale for each.

Objective one - To develop a comprehensive, annotated catalog of all adult education programs in Region VIII, which consists of the States of Colorado, Montana, North Dakota, South Dakota, Utah, and Wyoming.

Adult Education activities are conducted by a wide variety of organizations and agencies for a similarly wide variety of constituents. There is little coordination of the activities with the likely result that there is redundancy and also gaps in program offerings. It was felt that a cataloging of adult education activities would identify the offerings and that redundancies and gaps could be discovered. The program planners in state and local jurisdictions would thus have useful information for making program decisions if they had a listing of content and location of existing programs. Another projected use of the catalog was in counseling adults about educational programs that were available in terms of location and content.

Objective two - to initiate a system for keeping the catalog current.

The objective in the original proposal was to initiate and implement a system. Because of time constraints, this was revised during contract

negotiation to the objective as stated.

While there is constancy in adult education activities, there is also change. If the catalog is a useful tool for administrators and counselors, provision should be made for periodic revision of it so that the information is accurate and current. Thus it was felt that the project should work on the problem of determining efficient and effective procedures for keeping the catalog cufrent.

Objective three - to conduct an in-depth study of three programs in each of the following categories:

a. Successful cooperative industry and state-administered adult education programs.

b. Industry-sponsored adult basic education programs.

The Request for Proposal identified such studies as priority items of the 309(b) funding. It was felt that the process of identifying programs for the catalog would provide an excellent opportunity to identify successful programs in Region VIII in the three categories. Thus, this objective was included. Also the information from the in-depth studies would be most useful for identifying materials and processes that are being used with success in ABE programs.

This report is organized according to two general topics. The first section presents a discussion of the development of the catalog and on the system for keeping the catalog current. The second section discusses the in-depth studies of the nine programs. The catalog itself and the complete report of the nine studies are separate documents and are not included in this report.

THE CATALOG

Immediately upon receipt of the grant work started on the cataloging.

We had done some similar work a few years ago in Colorado so that we had some experience with this kind of activity. That experience indicated that for states with the population and geographical characteristics of those in Region VIII a person working full-time for three months or this time equivalent should be able to identify the adult education programs in that state.

Staff

The first task, then, was to staff the project in each of the states. The policy board of the Regional Adult Staff Development Project (Project ACT) was contacted and members of this board assisted with identifying potential staff members in each state. The selected staff were:

a. Montana - Ms. June Knudsen, an adult educator in Montana who was a participant in Project ACT.

b. North Dakota - Mr. David Waind, a graduate student at North Dakota State University who had worked on needs assessment work in communities in the state.

c. South Dakota - Mr. Rick Sterling, a graduate student at South Dakota State University who was a potential adult educator.

d. Utah - Dr. Emory Giles, a new staff member of the Department of Educational Administration at the University of Utah. His assignment was such that he could work with us during the fall of 1974.

e. Wyoming - Ms. Peggy Fester, an adult educator who was a participant in Project ACT.

f. Colorado - The project staff at CSU did the catalog work. The staff consisted of Dr. Douglas Sjogren Project Director; Ms. Roberta Scott, Secretary; Mr. Larry Jacobson, Graduate Assistant; and Mr. Robert Wittman, Graduate Assistant. Dr. Charles Porter, Professor of Education, worked with the project in its latter stages.

The staff in the states other than Colorado were paid as consultants rather than as university staff. This was done because of administrative problems with appointments as university staff. The state consultants were retained on the basis of three months of work in a six-month period. The project also paid expenses of the consultants.

The Project Director spent time with each of the state consultants orienting them to their task. The instructions in Appendix A define the task of the consultants. The Program Information Report is the basic form used to report the programs. Many programs, however, had brochures or other descriptive information and the consultants sent these rather than the report form. Also, lists of programs were obtained from various agencies (e.g., list of Adult Basic Education programs from State Department of Education) and the lists were sent to us.

The most productive sources of program information were state agencies. Departments of Education, Vocational Education, Higher Education, Rehabilitation, Social Services, Labor, Adjutant General, etc. all had lists of various adult education programs. Also many communities have agencies that have listed or catalogued the adult education resources in their community. An outstanding example of this is the Adult Education Council of Metropolitan Denver which has comprehensive information about adult education in Metro Denver.

While some individual programs were identified through personal investigation, the point to be stressed is that the task was more that of identifying and collecting existing information than of starting from point zero. In states like those in Region VIII, the large majority of the programs are identified and listed and the principal task is to collect, code, and assemble the lists.

Procedures

The program information was sent to the staff at CSU and coded. The coding scheme had to be revised several times as new categories had to be established. The final coding scheme is shown in Appendix B. Appendix B also includes a revised scheme to which we would move in continuing work with the catalog.

Computer procedures were developed concurrently with the coding. Appendix C documents the computer procedures used to prepare the catalog. The catalog was printed in 8½" x 11" format on the high speed printer from the computer. The paper was then cut and the catalog was copied with a Xerox process on three-hole paper.

Twenty-five copies of the catalog were printed as a first draft for each state. Some of the copies were distributed to state departments and universities and colleges in the region.

The draft copies were edited and indexed. Appendix D contains the introductory and index section for one state. Two hundred copies of the edited and indexed version were then made using the procedure described above. These were distributed in five of the states using mailing lists provided by the State Directors of Adult Education. Montana distributed the catalogs themselves.

The following is a time line of the catalog phase of the project.

1. July 1, 1974 to April 1, 1975. The identification of the programs in the states was 80% completed by February 1, and was done by April 1.

2. December 1, 1974 to June 1, 1975. Coding and development of computer procedures. The first draft of the catalogs was done by June 1. Coding was a time-consuming task.

3. June 1, 1975 to August 1, 1975. Editing and indexing.

4. August 1, 1975 to October 1, 1975. Production of the catalog. This also took more time than we anticipated.

5. October 1, 1975 to December 1, 1975. Distribution of catalogs among the states.

Program Summary

The following three tables contain summary data on the programs by state and for the total region. The data in Table I are of the programs by agency or administrative unit that conducts them. Table II contains the number of programs in each of ten general content areas. Table III contains a breakdown of programs by specific content areas offered. Each program is counted once in Table I but may be counted more than once in Tables II and III. Thus the totals in Table I are of the total number of programs that were catalogued. The introductory section of the catalog (Appendix D) provides a definition of each of the categories.

Reactions

The argument for developing the catalog was that it would provide information for program planning and counseling. In order to assess whether the catalog was regarded as useful, a questionnaire was included in a sample of the mailed catalogs. Twenty questionnaires were distributed randomly to each of the states except Montana. Montana distributed the catalogs themselves. Twenty-five questionnaires were returned of the one hundred distributed.

Table IV summarizes the responses to the questionnaire from those who returned them.

It is rather obvious from the data in Table IV that the reaction to the catalog is quite neutral. These results substantiate our own

TABLE 1

SUMMARY OF TOTAL PROGRAMS BY PROGRAM CATEGORY IN REGION VIII

Program Category	State						Region 8 Total
	Colorado	Montana	N. Dakota	S. Dakota	Utah	Wyoming	
1. Area Vocational Schools	6	6	3	5	4	1	25
2. Public Schools	58	43	6	55	64	43	269
3. Community/Junior Colleges	14	4	4	5	4	12	43
4. University/Colleges	75	61	68	79	41	32	356
5. Library/Museum/Gallery	25	59	4	3	4	65	160
6. Proprietary	112	105	25	161	59	22	484
7. Business/Industry	555	67	285	625	37	117	1,686
8. Service/Social Group/Voluntary Agency/ Memberships	119	71	39	177	20	154	580
9. Non-profit Corporations	21	11	8	8	2	3	53
10. Religious Organizations	35	9	4	13	10	6	77
11. Government	165	125	101	125	76	54	646
12. Professional Group	15	1	1	22	8	36	83
13. Conference Center	105	47	68	36	0	39	295
14. Correspondence School	10	0	0	0	2	1	13
15. Media	7	0	0	3	0	0	10
16. Other	0	1	0	0	0	2	3

TABLE 2

SUMMARY OF TOTAL PROGRAMS BY GENERAL CONTENT (CONTENT I) IN REGION VIII

Content Category	State						Region 8 Total
	Colorado	Montana	N. Dakota	S. Dakota	Utah	Wyoming	
1. ABE	41	15	6	26	14	25	127
2. GED	36	21	9	25	13	33	137
3. High School Diploma	27	14	8	12	42	3	106
4. College Undergraduate Credit	44	14	19	22	13	13	125
5. College Graduate Credit	18	6	[illegible]	6	8	2	42
6. College (Non-Credit)	31	3	2	4	6	8	54
7. Vocational	262	153	82	173	141	79	890
8. General	93	32	8	30	75	71	309
9. Inservice/OJT/Apprentice	717	188	353	892	120	166	2,436
10. Other	329	337	66	311	94	301	1,438

TABLE 3

SUMMARY OF TOTAL NUMBER OF SPECIFIC PROGRAMS
(CONTENT II) IN REGION VIII

Program Type	State						Region 8 Total
	Colo.	Mont.	N. Dak.	S. Dak.	Utah.	Wyo.	
Agriculture	94	60	66	122	38	43	423
Aides	7	19	6	4	19	5	60
Appliance	36	4	19	29	7	4	99
Auto Mechanic	73	26	67	109	40	32	347
Aviation Mechanic	8	0	8	3	3	1	23
Barber	5	0	1	22	3	1	32
Body and Fender	34	7	31	35	7	19	133
Business	60	29	20	36	30	18	193
Communications	11	1	2	9	8	2	33
Computer	28	12	8	62	13	4	127
Conferences	111	59	75	86	22	43	396
Construction	54	17	27	62	21	14	195
Contemporary Issues	87	18	3	6	24	50	188
Cosmetology	41	15	7	11	15	10	99
Cultural	81	34	8	15	23	66	227
Distributive	67	13	7	100	19	10	216
Educational	29	13	8	26	19	4	99
Electricity	89	20	70	123	34	18	354
Engineering	25	12	11	6	11	10	75
English	78	21	17	29	37	40	222
Equipment Mechanic	22	8	34	60	14	18	156
Fine Arts	60	41	16	25	54	25	221
Flight Instruction	40	33	14	12	15	8	122
Food Services	29	12	34	48	7	13	143
Foreign Language	52	22	14	23	33	16	160
Forestry Occupations	1	4	2	3	1	0	11
Graphics	48	21	18	27	27	13	154
Health	73	50	41	53	34	26	277
Heavy Equipment Operator	2	0	0	12	2	1	17
Hobby/Handicrafts	61	101	3	173	60	22	420
Homemaking	90	83	68	81	92	39	453

TABLE 3 CONTINUED

	State						Region 8 Total
	Colo.	Mont.	N. Dak.	S. Dak.	Utah	Wyo.	
Interpersonal Relations	69	29	3	34	38	19	192
Jeweler	4	7	15	5	12	0	43
Leadership	96	62	59	67	48	33	365
Leatherwork	11	1	0	7	2	5	26
Living Skills	126	31	13	28	27	8	233
Machinist	43	13	23	13	9	15	116
Maintenance	20	3	17	12	4	1	57
Management	158	74	73	214	75	41	635
Masonry	21	6	6	22	14	2	71
Mathematics	76	24	18	46	38	31	233
Metal Fabrication	26	12	10	15	11	5	79
Mining Occupations	0	2	0	1	3	1	7
Miscellaneous Academic	69	10	10	23	19	36	167
Miscellaneous Vocational	228	97	87	194	88	51	745
Newspaper	21	2	21	23	5	14	86
Office	117	37	34	97	44	18	347
Office Machine Repair	22	5	8	8	2	2	47
Physical Education	156	91	25	96	88	38	494
Plumbing	38	11	13	23	15	4	104
Police/Fire	36	6	2	34	5	6	89
Reading	40	20	11	26	35	23	155
Recreation	54	55	4	180	83	39	415
Rehabilitation	27	23	43	19	18	7	137
Related Services	231	142	172	145	75	247	1,012
Sciences	59	18	15	37	24	31	184
Senior Citizen	24	12	9	157	3	42	238
Social Sciences	60	20	17	36	20	28	181
Welding	34	30	18	29	32	18	161
Woodwork	16	24	27	30	44	17	158

TABLE 4

1. How complete is the listing for your state?

Response Category	Number Responding
81 - 100% complete	16
61 - 80%	5
41 - 60%	3
40% or less	1

2. Rate each of the following aspects of the catalog in terms of clarity. Scale is five point with a one indicating "confusing" to a five indicating "clear."

Scale	Mean Score
Introduction	4.4
Definitions of Categories	4.2
Program Descriptions	3.9
Indexes	4.2

3. How will the catalog be used?

Response Category	Number Responding
Program Planning	12
Guidance and Referral	12
Other	5

4. Assuming that the catalog could be updated annually for a cost of $2,000 to $3,000, to what extent would you argue that it be done? Responses were on a five-point scale from one for "Strongly Discourage" to five for "Strongly Encourage."

Mean Rating = 3.4

feelings as we worked on the project. A catalog such as this may be very helpful for program planners and administrators as they plan programs and operate in the political realm for support. It may also have some use for counselors in local programs. On the other hand, the catalog, in its present form, probably has limited utility at the local level. Local administrators and counselors are likely quite familiar with what is occurring in their area. The catalog provides little additional information

over what they get through other communication networks.

It may be that the catalog could be more useful than it is if it contained information on costs and evaluative data. On the other hand, the cost of getting this kind of information would be so high to be prohibitive.

Based on our experience and the questionnaire responses our present position is that a State Office of Adult Education would find a catalog such as the one produced or some file most useful. The use would be mainly for program planning and working for political support. Copies might be distributed to a few selected locations, but the cost/benefit ratio is not favorable for large-scale distribution in the state.

Costs

In this section of the report we have attempted to specify the costs for development of a catalog for a state like those in Region VIII. Following that we have projected costs for keeping the catalog current on an annual basis.

Obviously the states in Region VIII are not typical of all states. Region VIII states are characterized by large geographic areas (the range is 71,000 to 147,000 square miles) and sparse population (the range is 350,000 to 2,300,000). The geographic area contributes to a large number of programs, but the sparse population moderates this relationship. The costs are based, then, on developing a catalog in a state with about 90,000 square miles and a population of about 1,000,000 people.

The estimated costs for initial development of the catalog are detailed first for a state with 1,000 programs.

A.	Personnel	
	1. Two months time of professional @ $1,200	$ 2,400
	2. One month time of secretary @ $900	900
	3. Two months of clerical help for coding, editing, and indexing @ $600	1,200
B.	Travel in state for six months	500
C.	Computer	
	1. Keypunch (20 hours @ $7.00)	140
	2. Computer time (assuming program is available)	100
D.	Copying/printing costs (200 copies)	350
E.	Other costs including overhead	3,500
F.	Total	$ 9,090

It was suggested earlier in this report that the catalog would probably be of most use to the State Director of Adult Education. Accordingly we would argue that the office of the director might assume the responsibility for keeping the catalog current. Our experience was that most of the information is available in the offices of various state agencies. For this reason also, the state director's office would be a good place for the up-dating system because of the ease of contact with the various state agencies.

The estimate for an annual budget for updating is based on the following assumptions.

1. The updating task would be primarily clerical. That is, it would involve getting lists from existing agencies, checking new lists against the catalog, and editing the catalog and the indexes.

2. The catalog would be in a format so that it could be revised by adding and deleting pages rather than producing a complete copy each year.

3. A completely new revision would be done every five years.

4. There would be little distribution of copies (100 copies or less).

The estimated budget is as follows:

A. Personnel	
1. One-half month of professional @ $1,200	$ 600
2. Two months of person at a civil service position equivalent to high level secretary @ $1,000	2,000
3. One-half month clerical help for coding, editing, and indexing @ $600	300
B. Travel	100
C. Computer	
1. Keypunch	20
2. Computer time	20
D. Copying/printing costs	20
E. Other costs including overhead	500
F. Total	$ 3,560

Clearly the initial costs are considerably higher than subsequent costs. Overall the costs are not high. Whether the cost is justified at all, however, depends on whether the catalog is useful. The experience of the states in Region VIII in the next year or so should be useful for determining whether the benefits justify the costs.

IN-DEPTH STUDY OF NINE PROGRAMS

The second phase of the project was to conduct an in-depth study of three programs in each of the following three categories:

1. Cooperative industry and state administered adult education programs.

2. Industry-sponsored Adult Basic Education programs.

3. Labor-sponsored Adult Basic Education programs.

Our first task was to identify programs in Region VIII that were in one of the three categories. The state consultants had, as part of their work, the assigned task to identify any programs in their states that were in the defined categories. In addition we contacted State Directors of Adult Education and other persons who were knowledgeable about what was happening in adult education in Region VIII. Through this process forty programs were identified that had a reputation of successful work with adults and might be classified into one of the three categories.

When we studied the program descriptions more carefully it became obvious that few of the programs could be classified clearly into one of the categories. One finding came through clearly. Few businesses, industries, and labor organizations in Region VIII are directly involved with Adult Basic Education. Many have adult education and training programs, but the ABE and GED programs are not included. It would appear that business, industry, and labor are relying on agencies like community colleges and public schools for the ABE and GED needs.

Many of the identified programs were operated as non-profit corporations. We made a decision that such an organization met the definition of business or industry. Also the identified programs, for the most part, were operating in contexts other than the usual public school or community college setting. It was felt that in-depth study of successful programs in such contexts would provide useful and interesting information regarding alternative approaches to adult education.

The forty programs were contacted with a letter inviting their participation. They were also sent a brief questionnaire asking for further information about the program. Eighteen of the programs responded,

of which fifteen indicated an interest in participation. After further screening, the nine selected programs were those listed below. The category number indicates the category or categories that best describe the program.

Program	Category
1. Volunteers Clearing House, Fort Collins, Colorado	1
2. Utah Navajo Development Council, Blanding, Utah	1
3. Adult Education Tutorial Project, Denver, Colorado	1
4. Project SAVE, Lemmon, South Dakota	1
5. Gates Rubber Company, Denver, Colorado	2
6. Clearfield Job Corps Center, Clearfield, Utah	2
7. Jobs for Progress, Colorado Springs, Colorado	2 & 3
8. Opportunities Industrial Center, Denver, Colorado	2 & 3
9. Concentrated Employment Program, Butte, Montana	3

Two or three-day site visits were made by the project director and a graduate assistant or colleague to each program. These visits were made during the time span of July to December.

Observational scales and interview schedules were developed as the basis for gathering data on each program. We also collected information in the form of brochures, materials, and other items. Copies of the observation and interview forms are attached as Appendix E.

A descriptive report was written on each program. The report was sent to the program administrator for reaction and correction of errors.

The reports were included as chapters in a separate report from this one. A summary chapter was written which attempted to identify commonalities among the programs and hypotheses of factors related to program effectiveness. This report is currently still in preparation.

SUMMARY

The project entitled Cataloging Adult Education Programs in Region VIII and In-depth Study of Selected Exemplar Programs was completed on schedule. The catalog phase of the project resulted in the identification and cataloging of 4,783 programs in Region VIII. Cost data were kept on developing a catalog and maintaining a system for keeping it current.

Nine successful adult education programs that are operating in contexts other than public school or community college were identified and studied. A descriptive and comparative report was prepared on the nine programs.

The catalog for Region VIII and the nine project reports were submitted independently and are not included in the final report.

APPENDIX A

INSTRUCTIONS AND

PROGRAM INFORMATION REPORT FORM

INSTRUCTIONS

ADULT EDUCATION CATALOG PROJECT

There are three purposes of this Project. This paper presents suggestions and instructions for you in relation to each of the purposes.

Purpose One

We want to develop as complete a catalog of Adult Education programs as possible in each of the six states in Region VIII. This purpose is listed as Number One because it is the priority purpose at this point in time.

We are using a very flexible definition of an Adult Education activity. It is: any on-going activity that is primarily designed to inform, train, or instruct adults, with adult defined as a person age 16 or over who is not primarily a student in a diploma or degree program. This definition excludes one-time-only programs and activities that are primarily for entertainment. The one activity we can think of that meets the definition but which we would exclude is the typical religious education program in the church.

The Program Information Report Form (CP-3-74) is designed to obtain the information for each program. The first four items on the form are obviously identification items. You are to check the kind or kinds of programs provided by the agency in the left-hand column and provide a brief description of each program in the Description section. The description should provide information on program content, intended clientele, and any other pertinent information. The following provides information on the meanings of each of the items on the checklist.

1. ABE - Adult Basic Education programs. These are generally federally funded programs and have the ABE designation.

2. GED - General Education Development programs. These are programs designed to prepare the individual to pass the GED test to obtain a high school equivalency certificate. Such programs usually have the GED designation and are often provided with ABE programs.

3. ESL - English as a Second Language program. These also usually have the ESL designation and may be done as part of or concurrent with ABE and GED.

4. ADULT HIGH SCHOOL - Programs put on usually by a public school that are designed to enable the student to attain a regular high school diploma.

It is not necessary to describe programs checked in the first four categories unless there is something especially unique.

5. VOCATIONAL - Programs that are clearly job-oriented but are not apprentice or in-service. These programs are usually found in high schools, vo-tech centers, community colleges, and proprietary schools. The description should list the programs offered by a school.

6. CREDIT - These are college credit programs that are usually offered by extension or adult/continuing education offices of colleges and universities. Often they will be night classes or off-campus classes.

7. LIVING SKILLS - Many agencies, public and private, have programs in what we are calling "Living Skills" for want of a better term. Examples are:

   a. Family relations or planning classes.
   b. Communications skills workshops.
   c. Planning for retirement classes.
   d. Drug information classes.

   In some cases you will identify situations in this area where the activity is therapeutic, e.g., group counseling. If it is primarily therapeutic do not report it.

8. AVOCATIONAL - These are programs that are designed to teach skills that are leisure-time oriented. Such programs are offered by both public agencies and private groups. Examples are:

   a. Rock hound classes.
   b. Art classes.
   c. Skiing classes.
   d. Sewing classes.
   e. Gardening.

9. CULTURAL - Programs under this heading would include things like lecture series, museum and library programs, Great Books clubs, etc.

10. APPRENTICE - These are vocationally oriented programs that are offered by or under the sponsorship of labor unions.

11. IN-SERVICE - Many businesses, industries, schools, and professional groups provide programs that are designed to up-grade employees or members of the profession.

12. CONFERENCES - This category will be used to identify agencies that provide services and facilities for short-term activities like conferences, institutes, and workshops. The content of the programs will not be described. Rather, describe the facilities and services. Agencies will generally be conference centers, resorts, colleges, and hotels/motels.

13. RELATED SERVICES - Some agencies will have available materials and/or services that might be used in adult education programs. Examples are:

    a. Film libraries.
    b. Speaker's Bureau

14. OTHER - This is the catch-all for situations that just do not fit in anything defined above.

If you have questions about classification, indicate this in the description. If you have a question as to whether to report a program, do so, and we will make the decision of whether or not to include it.

There are many sources for identifying programs. As you visit with the many people you will hear of many things to investigate. Actually your role is more that of a reporter or investigator than a researcher. Following is a list of many agencies or groups that will likely be among your contacts.

1. State Offices

    a. Education
    b. Labor
    c. Employment
    d. Welfare
    e. Health

2. Other Governmental Offices

    a. BLM, Park Service, SCS, etc.
    b. Veterans' Administration
    c. BIA and Tribal Councils
    d. Law enforcement agencies, prisons, reformatories
    e. Community Action Programs

3. Universities and colleges

4. Community colleges

5. Local schools, especially local Directors of Adult Education

6. Recreation departments

7. Special interest groups like clubs and associations

8. Professional associations

9. Labor council and local unions

10. Training directors in business and industry

11. Museums and libraries

12. Senior Citizen Center

13. Boards of Cooperative Services

14. YMCA/YWCA

15. State Council of Churches

16. Chambers of Commerce

17. TV and radio stations, newspapers.

We suggest that you start your investigation in the State Department of Education with the State Director of Adult Education. The Director will have much information and hopefully will agree to your using the name of that office as a co-sponsor of the study.

The other state government offices will also have much information and should be visited early. As you make contacts you will identify an itinerary appropriate for you.

You will be provided with addressed envelopes and we ask that you send the program reports to us each week. We will submit requests for payment of fees in the middle of each month, and the requests for payment for expenses will be submitted at the end of each month. Individual variations on arrangements will be made at our training meeting.

Inform the contacts that copies of the catalog will be available in the state, but that we likely will not be able to send a copy to everyone. Sufficient copies will be distributed that all will have one available nearby.

We will keep in touch with you or you with us. Call us about problems you may be having and also let us know about procedures and contacts that are especially useful.

Purpose Two

Another purpose is to develop procedures so that the catalog can be updated and continued. We are asking that you discuss this idea with various people in the state, and think about the idea in terms of your experience. We hope that you will come up with suggestions on a system or set of procedures for your state.

Purpose Three

The final six months of the Project will be spent in doing in-depth studies of selected exemplary programs. These will be studies of programs in business, industry, and unions. We ask that you be alert to identifying programs that seem to be doing an outstanding job. Such programs should be identified on the report form by writing the word "Outstanding" at the top of the report form. Also, we would hope that you could describe these programs rather completely

8/14/74

CP-3-74 (Rev.)

PROGRAM INFORMATION REPORT
ADULT EDUCATION CATALOG PROJECT

Name_____

Location (Mailing Address and County)_____

_____

Sponsoring Agency_____

Title of Director or Responsible Individual_____

Checklist

____1. Adult High School
____2. Americanization (ESL)
____3. Arts and Crafts
____4. Aviation
____5. Avocational
____6. Adult Basic Educ. (ABE)
____7. Social Sciences
____8. Commercial and Business Education
____9. Driver's Education
___10. English and Literature
___11. Foreign Languages
___12. GED
___13. Personal Grooming, Health, Safety, P. E., First Aid
___14. Homemaking and Family Life
___15. Leadership Training and Group Relations
___16. Mathematics
___17. Music and Drama
___18. Science
___19. Trade and Industry
___20. Other
___21. Apprentice
___22. Mechanics
___23. Electricity and Electronics
___24. Machine Shop
___25. Welding
___26. Plumbing and Pipefitting
___27. Carpentry
___28. Sheet Metal
___29. Other T and I
___30.
___31. Cultural (Lecture Series, etc.)
___32. Living Skills
___33. In-Service or On-The-Job
___34. Conferences
___35. Related Services (Film Library; Speakers Bureau, etc.)
___36.
___37.
___38.
___39.
___40.
___41. College Credit
___42. College Non-Credit
___43. Extension (College and University)
___44.
___45.
___46.
___47
___48
___49.
___50.

Please use other side if further description is needed.

APPENDIX B

CODING

CARD 1

CATALOG PROJECT

Column	Content
1 - 2	01
3 - 4	State number
5 - 6	County number
7, 8, 9, 10	Program number within state (sequence)
11 - 12	*Primary program category
13 - 14	*Secondary program category (if any)
15 - 20	Blank
21 - 80	Name and address of program

State Nos. 3 - 4

Colorado	10
Montana	20
North Dakota	30
South Dakota	40
Wyoming	50
Utah	60

Counties within each state: 5 - 6

*Program Category (Columns 11-14)

1. Area Vocational School
2. Public School
3. Community College (2 yr.)
4. University/College (4 yr.)
5. Library/Museum/Gallery
6. Proprietary (profit)
7. Business/Industry
8. Service/Social Group/ Voluntary Agency/Memberships
9. Non-profit Corporation
10. Religious/Club
11. Government
12. Professional Group
13. Conference Center
14. Correspondence School
15. Media (Radio/TV Stations)
16. Other

Name and Address of Program 21 - 80

30 columns = name with spaces 6/+ words (21 - 50)

20 columns = street address (51 - 70)

10 columns = city (71 - 80)

CARD 2

CATALOG PROJECT

Column	Content
1 - 2	02
3 - 4	State Number
5 - 6	County Number
7, 8, 9, 10	Program number within state (sequence)
11 - 20	Content II (1 if present)
21 - 30	Content I (1 if present)
31 - 80	Content II (continued)

Content I (21-30)

21. ABE
22. GED
23. H.S. Diploma
24. College U.G. Credit
25. College Grad. Credit
26. College (Non-credit)
27. Vocational
28. General
29. In-service, On-the-Job, Apprentice
30. Other

Content II (11-20, 31-80)

Vocational

11. Mining Occupations
12. Forestry Occupations
13. Bricklayer/Masonry/Plasterers
14. Education/Teacher Trng.
15. Engineering
16. Volunteers/Aides
17. Broadcasting/Communic.
18. Jeweler/Watchmaker
19. Police/Fire
20. Leatherwork/Power Sewing
31. Agriculture
32. Appliance Repair/Electric Motor Repair
33. Aviation (flight instr.)
34. Barber
35. Body & Fender/Radiator
36. Cabinet/Fine Woodwork/Furniture/Upholstery/Decorator/Painter
37. Carpentry/Roofer/Construction/Floor Coverer
38. Computer Related
39. Cosmetology
40. Distributive Ed./Occupation
41. Electricity/Electronics/Lineman/TV/Radio
42. Food Svc. - Cook/Baker/Butcher/Meat Cutter
43. Health Occup./Optical
44. Heavy Equipment Op./Truck Driver
45. Homemaking Related
46. Machinist - Lathe/Tool & Die/etc.
47. Mechanics - Auto/Cycle/Service
48. Mechanics - Farm/Heavy Equip./Diesel
49. Mechanics - Aviation
50. Office Occupations
51. Plumbing/Pipefitting/Boilermaker
52. Sheet Metal/Metal Fabrication
53. Welding
54. Drafting/Graphics/Photography
55. Maintenance/Janitor.
56. Newspaper Occupations
57. Other Vocational

Academic

58. English/Literature
59. Arts/Music
60. Foreign Languate
61. Mathematics
62. Reading
63. Sciences
64. Social Sci.
65. Business - law, etc.
66. Health, Safety, P.E., First Aid
67. Other Academic

Other

68. Cultural
69. Conferences
70. Contemporary Issues
71. Hobby/Handicrafts
72. Interpersonal Relations
73. Leadership
74. Living Skills
75. Management
76. Related Services
77. Recreation
78. Rehabilitation
79. Senior Citizen
80. Business Machine Repair

CARD 2

CATALOG PROJECT

Column	Content
1 - 2	02 Card No.
3 - 4	State Number
5 - 6	County Number
7, 8, 9, 10	Program number within state (sequence)
11 - 20	Content I (1 if present)
21 - 80	Content II (1 if present)

Content I (11-20)

11. ABE
12. GED
13. H.S. Diploma
14. College U.G. Credit
15. College Grad. Credit
16. College (Non-credit)
17. Vocational
18. General
19. In-service/OJT/ Apprentice
20. Other

Content II (21-80)

Vocational

21. Agric. Occupations
22. Appliance & Elect. Motor Repair
23. Aviation (flight inst.)
24. Barber/Cosmetology
25. Body/Fender/Radiator
26. Bricklayer/Mason/ Plasterer
27. Broadcast./Communic.
28. Business Machine Repair
29. Carpenter/Construction/ Roofing
30. Carpenter/Cabinet/ Furniture/Decorating
31. Computer Related
32. Distributive Educ./ Sales
33. Education/Teacher Trng.
34. Electricity/Electronics/ TV/Radio/Lineman
35. Engineering and Engin. Technicians
36. Floor Covering/Tile/ Carpet
37. Food Service/Cook/ Baker/Meat Cutting
38. Forestry Occup.
39. Health Occup./ Optical
40. Heavy Equip. Oper./ Truck Driver
41. Homemaking Related
42. Jeweler/Watchmaker
43. Leatherwork/Power Sewing
44. Machinist/Lathe/Tool and Die, etc.
45. Maintenance/Custod.
46. Mechanic - Auto/ Cycle/Service/Small Engine
47. Mechanic - Farm/ Heavy Equipment/ Truck, Diesel
48. Mechanic - Aviation
49. Mining Occupations
50. Newspaper Occup./ Printing
51. Office Occupations
52. Photography/Graphics/ Drafting
53. Plumbing/Pipefitting/ Boilermaker
54. Police/Fire
55. Sheet Metal/Metal Fab.
56. Volunteer/Aide Trng.
57. Welding
58. Other Vocational

Academic

59. Business (law, etc.)
60. Art/Music/Drama
61. English/Literature
62. Foreign Lang.
63. Health/Safety/ P.E./First Aid
64. Mathematics
65. Reading
66. Sciences
67. Social Sciences
68. Other Academic

Other

69. Cultural
70. Contemporary Issues
71. Cultural
72. Hobby/Handicrafts
73. Interpersonal Relations
74. Leadership
75. Living Skills
76. Management
77. Recreation
78. Rehabilitation
79. Senior Citizen
80. Related Services (Films, Speakers Bureau, etc.)

APPENDIX C

COMPUTER PROCEDURES

COMPUTER PROCEDURES:
(CDC 6400)*
ADULT EDUCATION CATALOG PROJECT

STEP 1: Catalog state information on permanent file.

```
Job card - CM 10000
REQUEST,X,*PF.
COPYCF,INPUT,X,50.
REWIND,X.
CATALOG,X,statename, ID=name,RP=number of days permanent file storage
desired.
7/8/9/
data
6/7/8/9
```

Data is organized by county. Each county should be separated by two blank cards. There should always be two cards for every program record and card 1 should always precede card 2.

STEP 2: Catalog Data 2 information on permanent file.

```
Job card - CM10000
REQUEST,X,*PF.
COPYCF,INPUT,X,50.
REWIND,X.
CATALOG,X,DATA2,ID=name,RP=# of days permanent file storage desired.
7/8/9
data
6/7/8/9
```

Data is organized as follows:
10 cards each with a Content I name
60 cards each with a Content II name
16 cards each with a Primary Program Category name

STEP 3: Catalog Programcatalog on permanent file.

```
Job card - CM120000
REQUEST,LGO,*PF.
FTN,L=0
CATALOG,LGO,PROGRAMCATALOG,ID=name,RP=# days of storage desired.
7/8/9
ftn program
6/7/8/9
```

STEP 4: Run Adult Education Catalog:

```
Job card - CM120000,PR300,T200
RFL,10000.
ATTACH,LGO,PROGRAMCATALOG,ID=name,MR=1.
REWIND,LGO.
ATTACH,TAPE2,DATA2,ID=name,MR=1.
```

*Detailed information about the computer program will be provided on request.

```
REWIND,TAPE2.
ATTACH,TAPE3,statename,ID=name,MR=1.
REWIND,TAPE3.
RFL,100.
RFL,120000.
SETCORE.
LGO.
7/8/9
data
blank card
6/7/8/9
```

Data consists of the county names in same order as organized for Step 1.

The above procedures should be followed for all states with the exception of Colorado. Because of core limitation Denver county must be run separately. The rest of Colorado can be run using the above procedures. To run Denver county the following modifications should be made:

STEP 1:

Data will consist only of Denver county program records. This data should be organized by primary program category going from category 1-16. Each category should be separated by two cards. Card 1 has 99 in Col. 5,6 and Card 2 is blank. Data should end with these two cards followed by two (2) blank cards then the end-of-file 6/7/8/9 card.

STEP 2:

No change.

STEP 3:

Catalog DPROGRAM not PROGRAMCATALOG.

STEP 4:

Attach DPROGRAM not PROGRAMCATALOG.

APPENDIX D

CATALOG INTRODUCTION AND INDEXES

INTRODUCTION TO CATALOG

This catalog contains a listing of adult education programs in COLORADO. The listing was compiled from information obtained from a variety of sources. Among the sources were State Government offices, business and industry organizations, labor organizations, service groups, and many personal contacts. The listing includes most of the activities that are usually considered adult or continuing education activities. We know, however, that many activities are not included. For example: most churches have some type of adult education, but we did not list all churches; clubs have an adult education component, but we did not list all clubs; other examples are bowling alleys, golf courses, ski schools, etc., which provide training in recreation skills, but which are not included in their entirety.

Common categories of programs or activities that are included are: ABE and GED, public school, university/college, vocational school, proprietary school, on-the-job/apprentice, conference centers, service organizations, and senior citizen organizations. The name, address, and basic content of the program is listed. The basic listing is organized by county.

One point should be stressed in regard to the on-the-job/apprentice programs. These listings are of agencies that have at some time or are now providing such training. It is important to recognize, however, that participation in such programs is generally dependent on there being an opening in the business or industry for that job. Also, there was a large variety of jobs for which training was provided in these settings. We were not able to code all of the jobs in a separate category. Thus for some, the training content is coded in the miscellaneous category. Generally the title of the agency provides an indication of the kind of training.

Following is an example of a listing with an explanation below it. The items in the listings are defined in the section following this example.

1. MILLARD COUNTY
2. AREA VOCATIONAL SCHOOL
3. PUBLIC SCHOOL
4. MILLARD SCHOOL DISTRICT 150 W MAIN DELTA
5. CONTENT I
   H S DIPLOMA, VOCATIONAL, GENERAL
6. CONTENT II
   WOODWORK, COSMETOLOGY, HOMEMAKING, AUTO MECHANIC, WELDING, ENGLISH, PHYSICAL EDUCATION, CULTURAL, CONFERENCES, CONTEMPORARY ISSUES, HOBBY/HANDICRAFTS, RECREATION

It is not shown on the listing, but this is a listing from the State of Utah.

1. Line one indicates that this is Millard County, Utah. The programs are listed by county. The county is named and then all programs in that county are listed by program category.

2. Line two is the first program category, "Area Vocational School." Our information is that there are no Area Vocational Schools in Millard County so nothing is listed under this category. Note that every program category is listed under the county, but if there is no program in that category the next line will be the next program category.

3. Line three is the second program category, "Public School." There is at least one program in the county in this category and that is listed next.

4. Line four provides the name of the program, street address or post office box, and city.

5. Line five reads Content I. Immediately under this line the listing indicates that the program provides courses leading to a high school diploma, courses in vocational areas, and general interest courses.

6. Line six reads Content II. Immediately under line six is the listing of the more specific courses that are offered in the program.

The following list provides a definition of the coding categories in the listing.

General

1. County. The name of the county where the program is offered or where the general office is located if the program is statewide. Counties are in alphabetical order with programs listed within counties.

Program Category

This coding is designed to categorize the agency that administers the program.

1. Area Vocational School. An agency supported by public funds. Usually has a title like Area Vocational/Technical School or Center.

2. Public School. A local school district.

3. Community/Junior College. Any two year college that offers Associate degrees. It may be public or private.

4. University/College. Any four year college that offers Baccalaureate degrees. It may be public or private.

5. Library/Museum/Gallery. This category includes any agency that has these words in the title.

6. Proprietary (profit). Schools that are operated for profit or businesses that offer classes for profit. (Examples: business schools, beauty schools, craft shops).

7. Business/Industry. Agency offering the program is a business or an industry. Generally these are on-the-job or in-service programs. Apprentice programs were coded in this category.

8. Service/Social Group/Voluntary Agency/Memberships. These are non-profit groups, clubs, and social agencies. (Examples: Senior Citizen Clubs, YMCA, CAP programs, United Fund Agencies.

9. Non-Profit Corporation. Several agencies fit this category although the distinction between categories eight and nine is somewhat difficult. Hospitals were usually coded in this category.

10. Religious Organizations. This category includes churches and church affiliated groups.

11. Government. Agencies that derive all of their support from public funds. City, county, state, and Federal government agencies were all coded into this category.

12. Professional Group. This category includes societies that are organized to further a profession like teacher, medical doctor, and lawyer groups.

13. Conference Center. An agency that provides facilities for conferences. This includes hotels, motels, lodges, resorts, and clubs. Other agencies, like colleges, have conference facilities, but they were coded in the primary program category of university/college.

14. Correspondence School. An agency that provides instruction primarily via the correspondence format.

15. Media. Radio/TV stations.

16. Other program category. This category was used very seldom if at all.

Content I

This coding was used to designate general content of the program. A program may have one or more kinds of content in this classification. The following categories were used in coding general content.

1. ABE. This category indicates that Adult Basic Education programs are offered by the agency. This may or may not include English as a Second Language (ESL) programs.

2. GED. Indicates that the agency provides education in preparation for taking the high school equivalency exam.

3. High School Diploma. The agency provides courses and has a program leading to high school graduation.

4. College Undergraduate Credit. The agency provides courses that contribute to credit on a Baccalaureate degree.

5. College Graduate Credit. The agency provides courses that contribute to credit on a graduate degree.

6. College (Non-credit). Courses offered by a college, but which are not for credit on a degree.

7. Vocational. Courses offered by a school that are directly job related. They may or may not be for degree credit.

8. General. Programs of general interest but which do not contribute to obtaining a degree or certificate.

9. In-service/On-the-Job/Apprentice. Programs that are conducted in specific training situations and which are usually for a person who is employed on the job or a related job.

10. Other. This category was used for activities that are not degree or job related. Generally the activities of clubs, conference centers, and social service agencies were coded into this content category.

Content II

This coding was used to designate specific content of the progra.. Sixty categories were used. Even so, there is such a variety of content that some of the categories are more inclusive than was desired. The following categories were used in coding specific content. The content categories are listed alphabetically.

1. Agriculture. Programs that had content in agricultural areas. Included are farming, ranching, dairying, and horticulture.

2. Aides. Programs that had as a component the training of aides and/or paraprofessionals. Usually in education, health, and social service areas.

3. Appliance. Programs for training in appliance repair. Included electric motor repair.

4. Auto Mechanic. Programs for training in service and mechanical work on automobiles, cycles, and small engines.

5. Aviation Mechanic. Programs for training as an airplane mechanic.

6. Barber. Programs for training as a barber.

7. Body and Fender. Programs for training as an auto body and fender repairman. Included are auto painting, upholstery, and radiator repair.

8. Business (law, etc.). Academic courses in the area of business; e.g., law, accounting. Typing and shorthand courses may have been coded here, but usually they were coded under the Office category, number 47.

9. Communications. Programs and courses in communications, e.g., radio broadcasting.

10. Computer. Programs for training in computer related occupations; e.g., key punch operator, computer operator, computer programmer.

11. Conferences. Agency provides facilities for and/or staff to assist in the conduct of conferences, institutes, workshops, and other meetings.

12. Construction. Programs for training in construction type occupations such as carpenter, roofer, dry wall applicator, and floor coverer.

13. Contemporary Issues. Programs and courses that have content oriented to issues such as politics, government, environment, special interests, etc.

14. Cosmetology. Programs for training as a beautician or cosmetologist.

15. Cultural. Programs and courses on cultural topics like ethnic group cultures, music, art, lectures, etc.

16. Distributive. Programs for training in distributive occupations such as sales, retail clerk, and wholesale clerks (e.g., parts man). Assistant manager trainees in retail stores are included.

17. Educational. Programs and courses for training and upgrading in educational positions, e.g., teacher training.

18. Electricity. Programs and courses in electricity and electronics. Included is radio and TV service.

19. Engineering. Programs and courses for training and upgrading in engineering and technical occupations.

20. English. Academic programs and courses in the English language and in literature.

21. Equipment Mechanic. Programs and courses for training of farm and/or heavy equipment mechanics.

22. Fine Arts. Academic programs and courses in art, music, drama, and dance. Generally hobby/handicraft activities are not included.

23. Flight Instruction. Programs and courses for pilot training at all levels of licensure.

24. Food Services. Programs and courses for training in occupations such as baker, butcher, and cook.

25. Foreign Language. Academic programs and courses for teaching of languages other than English.

26. Forestry Occupations. Programs for training in occupations in the wood products industries.

27. Graphics. Programs and courses for training in occupations and skills related to graphics. Included are drafting, graphic arts, blueprints, and photography.

28. Health. Programs for training in health service occupations. Included are doctors, nurses, LPN, medical and dental technician, optician, and assistants.

29. Heavy Equipment Operator. Programs for training of operators of heavy equipment such as land levelers, graders, back hoes, etc. Also included were truck drivers.

30. Hobby/Handicrafts. Courses offered for development of some avocational skill usually of an "arts and crafts" nature.

31. Homemaking. Programs and courses for training in skills related to homemaking.

32. Interpersonal Relations. Programs and courses designed to increase ability to interact effectively with others.

33. Jeweler. Programs for training in occupations such as jewelry maker and watch repair.

34. Leadership. Programs and courses designed to increase ability to lead a group, e.g., 4-H leadership.

35. Leatherwork. Programs for training in occupations such as shoe repair, saddlemaker, and canvas repair.

36. Living Skills. Programs and courses designed to help individuals better cope with their life situation.

37. Machinist. Programs for training in occupations such as machinist, tool and die, lathe operator, set-up work, etc.

38. Maintenance. Programs for training in custodial and maintenance occupations.

39. Management. Programs and courses for training or upgrading in management positions.

40. Masonry. Programs for training in occupations such as masonry, plasterer, cement finisher, and bricklayer.

41. Mathematics. Academic courses in mathematics.

42. Metal Fabrication. Programs for training in occupations such as sheet metal work and ironworker.

43. Mining Occupations. Programs for training in occupations in the mining industry.

44. Miscellaneous Academic. This category was used to code academic programs and courses for which the content could not be determined and for academic courses that did not fit under the designated categories.

45. Miscellaneous Vocational. This category was used to code vocational programs for which the content could not be determined and for programs that did not fit under the designated categories.

46. Newspaper. Programs for training in occupations such as printer, linotype operator, and offset operator.

47. Office. Programs for training in office occupations such as secretary, office manager, and file clerk.

48. Office Machine Repair. Programs for training in occupations such as typewriter and calculator repair.

49. Physical Education. Programs and courses in health, safety, first aid, and physical education. Driver training was included in this category.

50. Plumbing. Programs for training in occupations such as plumber, pipefitter, and boilermaker.

51. Police/Fire. Programs and courses for training and upgrading in public safety occupations.

52. Reading. Academic courses for improvement of reading abilities.

53. Recreation. Programs for development of abilities in physical recreation, e.g., skiing and swimming.

54. Rehabilitation. Programs designed especially for rehabilitation of somebody due to a handicap.

55. Related Services. This is a catch-all category generally used to indicate that there was no direct adult education activity. Included were things like film libraries, referral services, and counseling.

56. Science. Academic courses in the physical, natural, and life sciences.

57. Senior Citizen. Programs designed especially for older persons.

58. Social Sciences. Academic courses in subjects such as sociology, economics, psychology, history, etc.

59. Welding. Programs for training as a welder.

60. Woodwork. Programs for training in occupations such as cabinet making, furniture making and upholstery, and fine woodwork finishing.

SUMMARY INDEX - COLORADO

TABLE 1

TOTAL PROGRAMS BY PROGRAM CATEGORY

Program Category	Total Programs in State
1. Area Vocational School	6
2. Public Schools	58
3. Community/Junior Colleges	14
4. University/Colleges	75
5. Library/Museum/Gallery	25
6. Proprietary	112
7. Business/Industry	555
8. Service/Social Group/Voluntary Agency/ Memberships	119
9. Non-Profit Corporation	21
10. Religious Organizations	35
11. Government	165
12. Professional Group	15
13. Conference Center	105
14. Correspondence School	10
15. Media	7
16. Other	0

TABLE 2

TOTAL PROGRAMS BY GENERAL CONTENT (CONTENT I)

Content Category	Total Programs in State
1. ABE	41
2. GED	36
3. High School Diploma	27
4. College Undergraduate Credit	44
5. College Graduate Credit	18
6. College (Non-Credit)	31
7. Vocational	262
8. General	93
9. Inservice/OJT/Apprentice	717
10. Other	329

Summary Index - Colorado

TABLE 3

TOTAL NUMBER OF SPECIFIC PROGRAMS (CONTENT II)

Program Type	Total Programs in State	Program Type	Total Programs in State
Agriculture	94	Homemaking	90
Aides	7	Interpersonal Relations	69
Appliance	36	Jeweler	4
Auto Mechanic	73	Leadership	96
Aviation Mechanic	8	Leatherwork	11
Barber	5	Living Skills	126
Body and Fender	34	Machinist	43
Business	60	Maintenance	20
Communications	11	Management	158
Computer	28	Masonry	21
Conferences	111	Mathematics	76
Construction	54	Metal Fabrication	26
Contemporary Issues	87	Mining Occupations	0
Cosmetology	41	Miscellaneous Academic	69
Cultural	81	Miscellaneous Vocational	228
Distributive	67	Newspaper	21
Educational	29	Office	117
Electricity	89	Office Machine Repair	22
Engineering	25	Physical Education	156
English	78	Plumbing	38
Equipment Mechanic	22	Police/Fire	36
Fine Arts	60	Reading	40
Flight Instruction	40	Recreation	54
Food Services	29	Rehabilitation	27
Foreign Language	52	Related Services	231
Forestry Occupations	1	Sciences	59
Graphics	48	Senior Citizen	24
Health	73	Social Sciences	60
Heavy Equipment Operator	2	Welding	34
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2. GED. Indicates that the agency provides education in preparation for taking the high school equivalency exam.

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7. Vocational. Courses offered by a school that are directly job related. They may or may not be for degree credit.

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10. Other. This category was used for activities that are not degree or job related. Generally the activities of clubs, conference centers, and social service agencies were coded into this content category.

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APPENDIX E

FORMS

OBSERVATIONAL SCALE

I. Facilities

A. Main building (comment on following):

Size_____

_____

Physical condition (e.g., paint, plumbing, fixtures, lighting)

_____

_____

_____

Location (is building easy to get to, parking adequate, etc.)?

_____

_____

Acoustics, other observations_____

_____

_____

B. Classrooms

Size (overcrowded, undercrowded)_____

_____

Adequacy of furniture (chairs, tables, desks, chalk boards)

_____

_____

Lighting, acoustics, ventilation, etc._____

_____

_____

Other comments_____

_____

_____

Educational material (amount, books, etc.)_____

_____

_____

C. Instructional facilities

General description of instructional facilities and equipment (physical condition of existing equipment)

_____

_____

_____

_____

Needed additional equipment_____

_____

_____

Additional comments_____

_____

_____

_____

II. Personnel

A. Class sizes (overloaded, undersized)_____

_____

B. Learning environment. Is general learning environment conducive to learning? Explain.

_____

_____

_____

_____

_____

Observational Scale

C. Interpersonal relations

General description of teacher-student relationships_____

_____

_____

_____

General description of teacher-teacher relationships_____

_____

_____

_____

General description of student-student relationships_____

_____

_____

_____

General comments or summary of learning climate, e.g., overheard attitudes, criticisms, strengths, etc.

_____

_____

_____

_____

STUDENT INTERVIEW FORM

1. Name _____

2. How long have you been involved in this program?

3. How did you first get involved?

4. Would you, or have you recommended this program to others?

5. What has this program done for you?

6. What do you intend to do when you complete? (Educationally and vocationally)

7. What are the strengths and weaknesses of the program?

ADMINISTRATION AND MANAGEMENT FORM

1. How long has your program been in existence and discuss some of its developmental history?

1. b. Funding - source of funding, approximate annual budget, approximate funding in following categories:

Administration _____
Teaching staff _____
Educational Materials and Equipment _____

2. How many personnel are involved in each of the following areas?:

Student Participants _____
Administration/Management _____
Teachers/Instructors _____
Aides/Volunteers _____
Counselors/Siaison _____

3. What yearly percentage growth do you foresee in your program, based on what indicators?

4. In contrast to the above question, what yearly percentage growth do you foresee in order to keep pace with community needs (business, industry needs)? And to what extent do you feel you are meeting these needs?

5. Briefly describe the process under which students are selected for your program.

6. How many study participants are selected/rejected, how often, and why?

Administration and Management Form

7. List programs available to students and courses you plan to offer in the future.

8. How are teachers/instructors selected (information on teachers' areas of concentration, years of prior experience, etc.)?

9. Approximately how many teachers are currently employed by your program and how many are hired and dismissed each year?

10. Does your organization provide in-service training for teachers? Are any training opportunities provided?

11. Do you foresee growth in the number of teachers in the future?

12. Briefly outline placement procedures for students who have completed training in your program. (Ask where appropriate.)

Administration and Management Form

13. Do you have any recent data regarding your program's success (that is, has your organization or external agency conducted an evaluation of the progress of your program)?

14. Do you gather follow-up information on your former students? How, and general description of typical results?

15. List some of the consumers (businesses or industries) of your program. (Where appropriate.) Also, if possible, get names and addresses where individuals may be contacted for follow-up interviewing.

16. List some names and addresses of former students and if possible, those who did not complete the program for possible follow-up interviewing.

Administration and Management Form

17. Summarize some of the strengths and weaknesses of the program.

18. Which of the following services are provided by your program for students?

Day Care Facilities _____
Transportation _____
Interview/Job Placement Counseling _____
Health Program _____
Lunch Program _____
Social Activities _____

19. On a five point scale, give an overall rating of the following:

	High				Low
Facilities	1	2	3	4	5
Student Training	1	2	3	4	5
Placement (where applicable)	1	2	3	4	5
Administration	1	2	3	4	5

INSTRUCTOR AND TEACHER FORM
AIDES AND VOLUNTEER FORM

1. What area(s) do you teach?

2. List your previous professional (teaching) experiences.

3. How long have you been teaching in the current program? _____

4. How were you selected for the program?

5. How many students do you teach per session?_____

6. Briefly outline how the program works.

7. Summarize the strengths and areas needing improvement of the program (e.g., placement, selection, etc.).

8. What specific skills are required to successfully teach the students in this program?

Instructor and Teacher Form

9. What future directions should the program take?

10. List some former students who you have taught in the program (for later contact).

11. List some personnel in industry for possible interviews regarding the program.

12. Give your overall rating of the program (on a scale of 1-5).

BUSINESS AND INDUSTRY FORM

1. Outline the history of your company's involvement with the program.

2. Estimate the total number of students from the program who have been employed by your company. _____

3. What is the current number of former students employed by your company?

_____

4. Briefly outline how the program works.

5. How do you select students from the training program?

6. How do the graduates from the program compare with other workers (at the same level of employment) in terms of: work quality, attrition, absentees, tardiness, etc.?

Business and Industry Form

7. Summarize the strengths and areas needing improvement of the program.

8. What future directions should the training program take?

9. What observable benefits have resulted from the students' participation in the training program for your company?

10. Give your overall rating of the training program (on a scale of 1-5).